THE JOURNAL OF EDUCATION

Volume 133 NOVEMBER 1950 Number 8

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THE JOURNAL OF EDUCATION

Business Office 73 State Street, Binghamton, N. Y.

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ESTABLISHED 1875

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THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, 73 State Street, Binghamton, and 277 School Street, Watertown, Mass. Subscriptions in the United States, $3.00 a year; Canadian postage, $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index of the Journal of Education is published annually in the December issue. The contents are listed in Education Index.

As we go to press . . .

We are operating from two bases, as explained last month, editing in the Boston area and publishing in Binghamton, New York. The adjustment is turning out to be easier than you might imagine, though there are some problems remaining to be ironed out. Meanwhile you will not meet with any startling changes in this issue. As we look ahead to December, we plan to experiment with the make-up of our pages before going into the new calendar year and our new volume.

Reorganizing takes time. When you move into a new office, things happen. You look for a set of records or a particular memo and it isn't there. You remember seeing it when you unpacked, but you don't find it when you want it. Only after you have given up the search does the vanished article come to light.

This morning we received a letter addressed to Waltham, Mass. Of course we have our editorial workshop in Watertown, not Waltham. Next we shall hear from some one who thinks we are in Watertown, New York instead of Watertown, Massachusetts. Incidentally there isn't a trace of a school on School Street, but at least there is the Journal of Education.

You may, if you please, regard this issue and the one that follows it, as transitional or change-over performances. We are getting our breath, hustling to meet the demands of the moment, and at the same time making plans for the future. If the Journal has pleased and helped you in the past, we hope it will please and help you even more in months to come.

Again the two addresses: 73 State Street, Binghamton, New York, for all business matters, including subscriptions, back issues and advertising; and 277 School Street, Watertown Station, Boston 72, Massachusetts, for everything related to editing, manuscripts, book reviews or news. Thanks.

And by the way, we always like to hear from you or to have you drop in on us in person.

Your Textbook Reporter

Book of Children's Literature

Here in fresh edition is a **Book of Children's Literature** that brings you not only the points to consider in choosing and presenting stories and poems to Peter and Judy but a generous amount of the material you will need to have at hand. In its seven hundred pages will be found a rich assortment of good reading and good listening. There are tips on story telling, reading aloud, dramatization, puppetry, choral reading, together with selections for the children themselves to read. Among the selections are many traditional ones, stories every child should know. Fairly tales, humor, realism, verse that is sense or nonsense, all sorts of samples but the dull sort and the sort that is mostly coarse or unduly terrifying. These are conspicuously absent. It is strictly a guide for grownups but one that promises happy hours for many a young wriggler.

BOOK OF CHILDREN'S LITERATURE. Hollowell, ed. Rinehart and Company, New York. $6.50

Cross-Country

Now we're in the fourth grade and about to study "joggify". Teacher hands us a book with the words **Cross-Country** on its cover. Get an eyeful of this book. Boy, does it look good! We thumb through the pages. What pictures! There are cities and mountains, lakes and rivers, fields and orchards—pages and pages, many with bright colors—maps too, and everything.

Yes, but wait till you read the story and see how all these pictures fit into it! It's all about Tom and Ruth Page and Daddy and Mamma Page—big and little Pages on every page. They lived in Los Angeles until one day Daddy Page was called to Washington and came home with the news that they were to move there. Daddy was a radio man with a smile in his voice, and that was just what was needed in Washington. Before the family sets off across the nation in its auto, Tom and Ruth have an air trip over Los Angeles and another to Catalina Island. Then they motor on land, across the desert, over the Rockies, through the plains, over the Mississippi into Illinois, Indiana, Kentucky and so to the city that was only a star on the map until they arrived and began looking for a house amid so many cars and people and huge buildings. Tom has learned the difference between a map and what it stands for. He has picked up a pretty fair idea of the various parts of the country and what people do in each to earn a living. Descending for a moment to the technical, we may state that there are seven units or parts to the story, each unit followed by a non-fictional development of some important geographic concept—how the earth is a ball, how water runs down hill like water off the kitchen drainboard, and similarly useful ideas. The whole business is lively, human, interesting. They say it is written at third grade vocabulary level and probably it is. That should make it easy for fourth graders, sure enough. This reporter wants to give the book to a young friend. But the reporter's assistant asks if she can't take it home first for her own reading. She missed out on parts of the United States when they made her skip a grade. So take it home but bring it back.

CROSS COUNTRY. Hanna and Kohn. Scott, Foresman and Company, Chicago. $2.20

This Land of Ours

Having published over 16,000,000 informative pamphlets for the man on the street to read elsewhere, the Public Affairs people have launched a new series which will make more use of pictures. First of the new series is a booklet called **This Land of Ours.** It deals with the need for conservation, and is addressed to city dwellers. It aims to show them how important it is to them that Nature's balance be preserved in field and forest, how greatly their children and children's children will be endangered if present wasteful practices are allowed to continue. The pamphlet can be criticized for telling so little of what is already being done along constructive lines, and perhaps also for its failure to advise urbanites themselves to be less profligate in their use of the earth's resources. But all this may come in a later book. This one is by way of causing alarm and awakening those who cast sixtenths of the votes to demand governmental intervention and educational programs beyond anything yet attempted. And **This Land of Ours** should prove a strong force in that direction.

THIS LAND OF OURS. Maxwell Stuart. Public Affairs Committee, Inc., New York. $.30

The Teaching of Geography

This is a neat little book whose evident purpose is to supply the teacher with a new set of eyes for beholding the deeper meanings of geography. It is not so much a guide to methods of teaching as an introduction to straight thinking about the subject. It is all done in the space of twenty-three short chapters. Here is much that the teacher should know while not attempting to teach it in detail to children. Although methods are subordinated to theory, many good hints on method are offered. References to other books are frequent.

The important facts about China are its physical conditions, its lack of domestic animals, its over-population and the like, not its wheelbarrows and rickshaws. Only when the teacher knows and thinks more than his pupils can he cause them to know and think. This is apparently the central idea of the book.

THE TEACHING OF GEOGRAPHY. Roderick Peattie. Appleton-Century-Crofts, Inc., New York.

Life Adjustment

What the high school can do for its students who are not going on to college is the problem considered in detail by a score of specialists in **Education for Life Adjustment.** Its editor, Dr. Harl Douglass of the University of Colorado, has brought together into twenty-one chapters a large amount of pertinent material that shows a minimum of conflict and a maximum of desire to effect improvement by advancing through gradual stages rather than through non-realistic and revolutionary procedures.

Several chapters dealing with the history of the life adjustment concept and its general implications are followed by statements outlining the

programs for different subjects. Subsequent chapters deal with such matters as school and community, methods of teaching, guidance, and the small high school.

It all adds up to a proper and profitable text for student teachers preparing to enter high school teaching or administration, or a handbook for those already engaged in such work. The non-academic pupil has long been the forgotten youth, and it is high time he be accorded the opportunity to secure the sort of education that will make him a well-adjusted member of society. How well the schools can succeed will depend not only on what they offer but on their insistence that the work be taken seriously.

EDUCATION FOR LIFE ADJUSTMENT. Edited by Harl Douglass. Ronald Press Company, New York. $4.50

Great Expression of Human Rights

Prophets, philosophers and groups of men struggling against injustice and tyranny have spoken their sentiments or made their demands on behalf of the individual and the common people. Some of the most outstanding of these utterances have been gathered under the title **Great Expressions of Human Rights.** Here, too, the documents have been dealt out for comment by contemporary champions of those rights, rabbis, priests, religious laymen, social and political reformers.

In lofty phrases the Hebrew Micah foretold an age when all men and nations should dwell as brothers, acknowledging one God and obeying His commands. Confucius observed that "Within the four seas all men are brothers", and proceeded to expound principles of conduct that ought, if followed, to make a better world. Christ laid down the Golden Rule and sealed it with his death. Cicero and St. Thomas Aquinas agreed on the existence of a natural law that leads intelligent men to choose virtue rather than evil. Pericles set up an exalted standard of respect for liberty and reason. In more recent times have come the Magna Charta, the defense of free thought and speech by Milton, the Chartist petitions of Victorian England, the declarations that underlay the American and French Revolutions, the addresses of Lincoln and, finally, the United Nations Charter of Human Rights.

GREAT EXPRESSIONS OF HUMAN RIGHTS. R. M. MacIver, editor. Harper and Brothers, New York. $2.50

Using Latin, Book Two

It is refreshing to find a brand new, attractive, modern appearing text in Latin. Congratulations to the authors and publishers of **Using Latin, Book Two** for having produced such a volume. Most noticeable are the illustrations that fairly make the ancient stories and their heroes jump out at you. Ulysses, Jason and Hercules had to be borrowed from Greece for the occasion and dressed in easy Roman prose. Caesar submitted to excerpting of his Gallic Wars to play up the high lights of Helvetian, Belgian and British campaigns. This left room for samplings of Virgil, to whet the appetite for more, and even for specimens of later Latin.

Grammar, vocabulary, personalities, episodes, cultural information, reviews, all are interspersed, yet somehow integrated with the material for translation. There is frequent reference to Latin's part in English and the Romance languages. A sufficiently complete summary of Latin syntax, with composition exercises to content the most exacting teacher, is gathered near the end, only to be followed by that much-to-be-thumbed little lexicon that commonly winds up a foreign language reader. This is a book to convince the most arrant skeptic that Latin is still alive.

USING LATIN, Book Two, by John Gummere, Harry F. Scott, and Annabel Horn. Scott, Foresman and Company, Chicago. $2.64

Our Friends in South America

Meet a new member of the **Inter-American Series: Our Friends in South America.** An introductory unit dealing in a general way with the physical make up and climatic conditions of the continent, is followed by a unit of history and another describing the nations as they are today—the occupations and customs of the people, their governments and relations with the United States and other neighbors of the Pan-American Union.

The authors tell in easily comprehended terms all that a visitor to South America would be likely to learn in several months. At some points the story is made more graphic by revolving about some imaginary boy or girl sharing the everyday life of a given country. Numerous photographic illustrations add to the vividness of the text itself. The book is a worthy contribution to that cordial feeling every young person in the United States should have toward the people "below"—as we say—the Panama Canal. South America's treasure house of good will, like that of its mines and forests, awaits further exploration and development of the sort undertaken in this volume.

OUR FRIENDS IN SOUTH AMERICA. Barr, Jones and others. The Macmillan Company, New York.

Principles and Techniques of Guidance

A text first published nine years ago, **Principles and Techniques of Guidance**, now appears in revised and somewhat amplified form. Its authors treat their subject as what every high school teacher should know, rather than a course for non-teaching specialists. Thus the book should serve the needs of those students who desire to master the elements of guidance. First comes a consideration of the guidance, followed by a statement of the underlying principles. Group and individual guidance are then treated in detail, with numerous examples of how the thing is done in various schools. Specific cases are taken up and the reader is shown how each was handled. Throughout the work, guidance is presented as a unitary matter, without the usual separation into educational, vocational, physical, social and other categories. The style is clear and readable. It strikes your reporter as a competent introduction to a point of view that all teachers and other workers in this area of personality adjustment require as part of their equipment. What is Tom or Jane capable of doing, what do they desire to do, and what opportunities are open? This in summary is the problem more easily stated than solved, of course, but here are pieces of the answer.

PRINCIPLES AND TECHNIQUES OF GUIDANCE. Lefever, Turrell and Weitzel. Ronald Press Company, New York. $4.25

EDITORIALS

DEBATES, DISCUSSIONS, OPINIONS

The town crier on America's most popular radio forum admonishes in stentorian tones, "Hear both sides —then make up your mind." So we listen, we get some light, some heat, a few facts agreed upon, other facts disputed. We might make up our minds if we had more evidence or were sure of what we heard. It is a wonderful thing that we are able to hear both sides in this still rather free America. But to what extent do we change our minds in the process? If we had any opinions before the debate began, do we lay them aside or do we hug them all the more tightly?

Dr. William Utterback of the University of Ohio tried an experiment last spring during a three-day conference of students that was aimed at finding out whether opinions can be changed by debate. He had the members of the group write down their opinions on three national issues before there had been any exchange of views, again after the issues had been discussed by committees; and a third time following the debates that wound up the thee-day session. He reported a substantial shift of opinion between the first two tests, but almost no change between the second and third inquisitions.

We suspected it would be that way. Probably if it hadn't we would have waited for another experiment to show how right we were. This merely tends to confirm what the learned gentleman discovered. Unless we have an open mind on a given question we are of the same opinion still when all the rhetoric has been spent.

WHAT'S THE BIG IDEA?

Headmaster Phillips Stevens of Williston Academy had the big idea of asking a number of prominent persons what they considered the biggest idea. So he wired the question to Bernard Baruch, Warren Austin, William Green, Cardinal Spellman, Andrei Vishinsky and several others. What did they think the greatest of ideas—the one thing everybody should be taught?

The silence of the Soviet spokesman was almost as predictable as the replies of those who did reply. To every man the big idea is the one to which he has dedicated his life. Each one spells it out in his own way or the way it has been spelled for him by his particular experience or dominant interest.

In this land of ours there are as many big ideas as there are organizations to put them across. If any ideas happen to exist without their organizations behind them, they had better get organized or consent to perish. Some of us believe the really biggest idea is to keep the way open for all sorts of ideas, new and old, right and wrong, to be advocated and opposed. Another high-ranking idea is that of teaching people to weigh ideas carefully and choose the best. We cannot do this by covering up ideas or persecuting those who preach them. But neither can we afford to let our right to hold and circulate ideas be taken from us. That's the rub. Our political leaders try in clumsy fashion to draw the line—to prevent ideas from destroying the right to ideas. It isn't easy. It bothers our Supreme Court justices. It troubles us all. But we must keep trying.

MAN ENGINEERING

Having contributed immeasurably to the nation's victory in the second world war, Massachusetts Institute of Technology decided to reexamine its aims and policies. It set up a faculty committee which began the task in January, 1947 and labored at it steadily for nearly three years, finally producing a report that parallels in importance the Harvard Report on General Education of a few years earlier.

M. I. T. will continue to be what its founder envisioned ninety years ago a university with limited objectives, a school of engineering, a school of pure and applied science, a center of research. But if the recommendations of the faculty committee are carried out, there will be a better balance between technology and the humanities. The program in history, sociology, ethics, philosophy, literature and economics will be reorganized and strengthened. There will be a core curriculum in general cultural education for all students in their first two years, with a follow-up of some elected subject in years three and four. An effort will be made by Tech's administration to avoid such research projects as have little or no relation to the educational work of the institute—even if this means a turning down of financial profit.

It adds up to this:—one of America's foremost engineering schools, equipped with every instrument for producing scientists and technologists, today recognizes that this is not enough. It must, to be sure, go right on encouraging creative talent in its special areas. But it must equip its graduates to know the social implications of what they do. They must understand their heritage, the ages through which civilization has passed—must not let the machine age triumph over the human spirit.

In thus redefining its goal, this "university of limited objectives" has set a priceless example. There is more idealism, more sense of values, in this day and age than the average person realizes. The times in which we live are confusing. People become discouraged. They ask "Oh, what's the use?" It's like that first moment of wakening in the morning. By the time you are dressed and have had your breakfast, things look better. Humanity is just now hearing the alarm clock. Let's get up and go to work.

THE PRINCIPAL'S CHILD

Is there a school in which the principal's son or daughter has never been a problem? If so, it may be because the principal himself has forestalled the difficulty by transferring the youngster to another school. Private schools carry many children of public school administrators on their rolls. This looks at first glance like disloyalty to the system. But it may not be.

Teachers tell us that they are scared of giving proper marks to the principal's young hopeful. He is likely to be arrogant and defiant. Will any teacher dare to flunk him? He skims along without studying his lessons, trusting his teachers to give favorable reports to Papa. This is very bad for Willie. His classmates know he is getting credit he hasn't earned. They make more or less veiled allusions to this fact in his presence. He feels himself somewhat of an outsider, viewed with disdain. So why not take the handouts so readily accorded by the teacher?

Bless their hearts, these teachers have to eat. They like to stand well with the boss.

Ah, that's the point. If the principal happens to be of superhuman quality, his sense of justice rising above his family feelings, he will make it clear that he wants no favors for his offspring, that he realizes sonny's shortcomings and does not wish him to be treated any differently from the other pupils. The lad must be held up to the same standards as the rest of the student body, lest he be cheated of the education he is there to achieve. This sounds reassuring and the principal may even mean it quite sincerely. But the worldlywise teacher still treads softly and holds the big stick quite playfully in the case of Willie. And unless Willie himself is superhuman, he resents the parental attitude. After all, isn't he entitled to some return for being the principal's child? It wasn't his fault Papa took that job and cut him off from the other kids. Sure there are some schools, some principals and some children of principals that work out this problem rather neatly. But in general it's a hard situation for all concerned. No wonder the private schools stand to gain a pupil now and then while the community sputters at the snobbishness of the head man and blames most of it on his wife—her and her airs!

NOVEMBER AIR

Yesterday the Observant Citizen dropped in at our sanctum for a brief visit. The conversation turned to football. The O. C. recalled his student days at Harvard and how he had been summoned by the death of his grandfather at the very time when he would have seen Harvard defeat Yale, that freshman year, and how, two years later, he couldn't persuade the girl of his dreams to attend the game, which was disappointing anyway because Yale won the thing. Those were the days before radio. Football was mainly of interest to the undergraduates and alumni, with some question about the undergraduates, especially at Harvard, where nobody appeared to care much about any of the contests but the final one with the New Haven outfit.

The Observant Citizen was never much of an athlete himself, he said, and was certainly glad he had not been drawn into football, the way he had seen this happen to other fellows. He knew scores who had suffered the rest of their lives from strains or injuries received on the gridiron. Today on the major teams, a fellow isn't made to play so long, thanks to the platoon system and the custom of awarding letters right and left. But football has become public spectacle number one, for the period following baseball, and the air is filled with announcers trying to tell who's got the ball and who brings him down on what line and how many minutes to go, with time out, and who fetched the stetcher, only it wasn't needed after all. It is all very exciting and quite confusing, but it's the nearest thing we have to bullfights and it does well enough as a substitute for war, if war has failed us for the moment.

The O. C. rambled on, taking up the Rose Bowl, Sun Bowl, Sugar Bowl and all the other super-bowls that settle the season's championships and furnish something to bet on during the off season of the racetracks.

Thus are advertised our centers of learning and thus do young men determine where to stay—and grown men where to bestow their wealth.

So the Observant Citizen shuffled out to the elevator, already composing in his head another letter to the press. He left us feeling that the country has gone to the bowows. This morning we are not so sure. We suspect the O. C. was looking at only the part of the picture he wanted to see. Our next caller may give us the other side. We know there is one.

THESE CLASSES HELP THE HANDICAPPED

HARRIETT R. MORE
Special Class Teacher
Delhi, New York

To meet the challenge of training handicapped children, a special education program should be based on a practical philosophy centering around the child and his interests and reaching out into the neighborhood and community. The traditional three R's have been replaced in this area by a new trio — reality, the child's ability to face the world and contribute to it; relatedness, his feeling of being needed and wanted; and responsibility, the knowledge of his place and obligations in life.

Here at the Delaware Academy and Central School we try to detect those children who need special education so that they may be placed in in Special Class at as early an age as possible. We believe the child should be placed in a happy situation where he will progress at his own individual rate *before* he experiences the bitterness of defeat.

Since the community is small, it cannot afford to hire a full-time psychiatrist. The newly-organized Tri-County Special Class Teachers' Association is working towards the goal of several schools combining to hire the services of such an expert, the cost to be defrayed by the Delaware County Vocational and Extension Board. At present, however, we do have a specialist come once or twice a year to test those children recommended to Special Class by teachers or the grade supervisor, on the basis of tests and study of their school work.

Our special class program is based on stability and continuity rather than showy "results". Under a practical, flexible plan, the children learn and grow through experiences that lead to still further experiences. The teacher's main responsibility is to help devise and teach appropriate subject matter so that each individual's personal needs may be met.

The adjustment problems of the Special Class are of course greater and more specialized than those of the ordinary classroom. Since Special Class pupils are in the minority and must adjust themselves to the expectations of the normal majority, the greatest factor to be considered in our program is the attitude of normal persons towards our handicapped pupils.

In Delaware Academy we helped promote a desirable relationship by a series of talks given to regular students in their homerooms by the Special Class teacher, explaining how the special program is carried out and why it is necessary for some children. A similar series of talks was also given to several organizations in the community so that the townspeople would have an understanding of the benefits of such a program in our school.

Because our Special Class serves a wide age-range, the program must provide for pupils who are just entering school as well as those who are ready to go out on jobs.

It is the policy of the school to have these pupils participate as much as possible in the activities of their own age group. Special class pupils have physical education, shop, music and home economics with the group nearest their age. They will not be segregated later in community life, so it is to their advantage to mingle with normal pupils in school.

Special Class pupils receive practical training, for which they are paid, in our school cafeteria. Some of them have secured part time work on neighboring farms, in the bowling alley, on milk routes or in gas stations through the school. These jobs are often lead to permanent ones after school days are over.

Better human relationships and a feeling of success through contributions to the group are secured through various in-school projects. In home economics, the girls helped to make the draperies for our room. At Easter they planned a party for the group, made the invitations, decorated the room and prepared the refreshments. This was done in conjunction with their Girl Scout work.

Every year the group joins in some worthwhile Junior Red Cross project. This year they made and decorated eighty-five tray favors and nut cups, as well as lap boards, ash trays and book ends for the rehabilitation homes for polio patients and veterans' hospitals.

The whole class also entertained the primary grades with songs and games when the weather was inclement and the younger children were forced to remain indoors.

The older pupils run errands for the faculty, delivering messages, going downtown to the printing office or post office, and even cashing checks at the bank.

On Student Day, the class elected one of the girls to act as teacher. She took over the duties for the day and conducted classes quite creditably.

Experiences like the foregoing

help to bring into the life of the Special Class pupil a practical understanding of the principles of cooperation and citizenship.

Special Class pupils who have completed their training fill useful places in the community. J owns and operates a dairy farm with the aid of his father and brother. R when he last reported was head cheese maker in a creamery, earning a salary of $85 a week. H. is a self-supporting domestic worker. A. is a farmer, in partnership with his father. E. has steady work as a member of the highway department.

Although Delaware Academy has no social placement personnel, the pupils feel free to bring their problems to the administration at any time, regardless of how long they have been out of school.

During the past decade, the Special Class has progressed from a situation where the majority of the pupils were discipline problems to one in which they are potential assets to the community. This is truly education for living in its most practical form.

LET'S CONSIDER AGAIN

JAMES BINNEY
State Teachers College
West Chester, Pennsylvania

"Whenever a new book comes out, I read an old one," someone said with admirable wit but with less concern for keeping up with the times. It does not follow, however, that our lover of the antique was out of date; he may have been the brother of a teacher who said that whenever a new pedagogical method became popular, he used an old one. As he explained, no doubt only half-seriously, a teacher is certain to be out of date half the time, regardless of what he does. He may try a new method and find it is outmoded before he has perfected his technique. On the other hand, since in education we are constantly trying the new and constantly revising the old, if he continues to use an old method, he will sooner or later find himself in style again. Of one thing we may be very certain — the teacher should keep up with the new and at the same time not let go of the old which is still useful.

The teacher who clung to old methods was not quite so ridiculous as at first he might appear. If one had started in nineteen-twenty and continued to teach grammar through the years until the present, he would have been in style part of the time in most parts of the nation — and for the remainder of his years he would have rated as an old fogy. Had he failed to teach grammar, his record would have been about the same. One must know what is being done this year. Methods and ideas come and go. The doctrine of formal discipline once dominated education, then became unmentionable, and today is again being considered by some thinkers. We say, perhaps, as one writer does, that it can no longer be accepted as a whole. This is one way of hinting that there may be a little that is valuable in it.

Some things may come back into style in a rather roundabout way. A teacher took a group into an auditorium where his class listened to a specially planned radio program designed to assist schools. They heard a fairly interesting talk — a talk giving facts and illustrations which the teacher had already used. On the surface the teacher was being up to date — using audio-visual aids — but underneath everything, an old and rejected method of teaching (for grade school) was coming back into use. You recognize it, of course, as the lecture method. It may be that the radio lecturer was a better talker than the average teacher, but on the other hand the average teacher's talk is not drowned out by static.

It is probably time that we be more critical and selective in the use of all types of aids. We might ask if use of phonographs, radio, and movies does not tend towards passive education. Education usually means doing something — being active. This is not to deny that audio-visual aids are valuable, for they are. But they can be over-used. For example, if a teacher or student can read with modern effectiveness, is it not as acceptable for one of them to do so as to have the class listen to a record which in most of our schools is just as likely as not to be cracked or half-worn out? To assume with uncritical enthusiasm that something is new and up to date merely because the sounds come from a mechanical gadget instead of from the human throat is hardly sensible.

Sometimes an old argument comes back to plague us. Once the study of Latin was defended by those who believed the study of the classics had something of value for mankind through an argument which contended that the study of Latin aided the study of English. Transfer of learning and formal discipline were

also involved. The answer came quickly and with force — one can learn more about the derivation of English words by a few weeks direct study of English than he can by a year's study of Latin. In other words, one did not learn Latin and incidentally pick up a lot of valuable English. It was better to study English directly. I don't know whether this is true or not, but this argument and others changed the position of Latin in the curriculum.

Now let us notice what those who once advocated the direct study of words as more valuable than a process of picking up learning incidentally are doing at this stage of the game. They are advocating a system by which students spend time in an excellent investigation of a social problem which has baffled adult minds for decades. The students discuss, draw pictures, make charts, study models, debate, and reach conclusions — all very praiseworthy activities which must lead to a comprehension of the problem being considered. No one would oppose the use of such activities in the classroom. But now consider this peculiar twist. These activities provide opportunities, they tell us, for writing and presumably enable the student to learn to write. Incidentally, he also learns much about words. Remember how we took a cut at Latin — one can learn more by a direct study, etc.? Are we no longer interested in economy of time, or do circumstances alter cases? What is wrong with saying that one can learn more about writing by a few weeks direct study of words, sentences, and paragraphs than he can by a year's work of aimless scribbling about what may be in reality pseudo-research? Or did we just invent all our elaborate arguments in the past to get rid of Latin, a difficult and perhaps a dull study? The writer is asking the question not answering it, for he is not at all concerned with Latin.

These questions are merely a few of those which we might ask ourselves. We have not yet reached a state of perfection.

INDIVIDUALITY IN TEACHING

LEWIS H. CHRISMAN
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Buckhannon

Last summer I heard two college graduates of about twenty years standing discussing the contributions which their alma maters had made to their lives. Coincidentally each of the men felt that he owed his greatest debt to a teacher of history. Although the over-worked adjective "great" could truthfully have been applied to each of the history professors who were being discussed, I was impressed by the wide gulf between these two men as personalities, as scholars, and as teachers.

One had been the epitome of the painstaking, rigid, ultra-exact scholar. He had required a detailed mastery of facts, important and unimportant. His library assignments had been carefully selected and copious. No phase of the machinery which could be used to make a course thorough and comprehensive had been neglected. This professor's erstwhile student two decades afterwards expressed his satisfaction that he had received such exceptionally fine preparation for the graduate work he had taken a few years later.

The other participant in the discussion had had a teacher of a highly different type, eloquent, brilliant and stimulating. Although this professor's classes had not been a refuge for academic drones, in his requirements he had been rather easy going. His periods had been crammed with pabulum for the mind, facts, ideas, and inspiration. His former student traced back to this professor a love for history which had made him an assiduous reader in that field ever since.

My purpose in contrasting these two teachers is not to show the superiority of one over the other, but to stress that in our educational scheme there is a place for teachers of widely varying types.

There are even more than "nine and sixty ways" of doing good teaching. That's why there is a chance for so many different kinds of people in the profession.

Illustrations of this principle could be multiplied. I shall use just one more. A quarter century ago two of the outstanding men on a certain college faculty were in the departments of English and education. The professor of English was artistic, charming, gracious, irenic. His keen insight, well-balanced personality, and broad sympathies made him an unforgettable and far-reaching cultural influence. The education professor, on the other hand, was abrupt, militant, challenging, dynamic, stimulating. His classes were anything but dead. Long after his passing from the scene, people are doing more honest thinking and better teaching because they sat in his classroom.

No two teachers can do exactly the same thing in the same way. For them to attempt to do so would be as futile as little David's effort to walk after King Saul had put on him his own royal armor, helmet and coat of mail. The man who tries to wear somebody else's armor is going to make a mess of things. Every-

where in life there are pressures to make us dress alike, look alike, think alike, talk alike and live alike. And there are those who think we should teach alike. Sometimes our sense of responsibility makes us try to do this. Such a pusilanimous conformity is invariably vitiating to real teaching. The teacher should avoid it as he would a pestilence.

The public is not modest in its demands on teachers. Too often school administrators, who should know better, expect more of teachers than should be required of ordinary flesh and blood human beings. Here the proverb "Know thyself" has a direct bearing on the question. To know what one can do best is basic to educational efficiency. A teacher's first responsibility is to find what contribution he can make in the educational scheme. He must do what is right for him to do in the setting in which he finds himself. I once heard a teacher of outstanding endowments say, "I have taught thirty years, and I know what I can do and what I can't do." The sooner any of us knows where his primary emphasis should be placed the better.

Such efficiency is not only a matter of doing but also of leaving undone. The teacher who feels that he must use a certain educational procedure because he has heard it recommended by some distinguished educator is likely to get off the track. Not all trends of the times should be followed slavishly under every conceivable circumstance. None of us can do everything that is expected of us. What is best for our neighbor across the hall might be futile and silly for us. The genuinely effective teacher has to be a master of the art of omission. This is applicable to classroom regime, but it does not stop there. It has a direct bearing on the larger life. The teacher who knows the aims which he should strive to attain must so manage his routine that those things which would interfere with his main purpose are eliminated, or got rid of with all possible celerity.

But here the fact that teachers are subject to supervision obtrudes itself. We must, however, in this connection remember that no teacher is a "chartered libertine" who can function absolutely independently of the organization of which he is a part. The teacher who tries to do this does not, as a rule, last long and he should not. Admitting the necessity of co-ordination and supervision, we can not for a moment deny the truth that in numerous instances minute and irrational prescriptions from above hamper the teacher's usefulness. In an article in the Atlantic Monthly, February 1949 on "Are Our Public Schools Doing Their Job?" Mrs. Agnes Meyer states that one of the qualities which competent administrators keep in mind in selecting teachers is "intellectual spontaneity", and adds: "And flexible teachers having been found, they must be part of a school system that not only allows them to remain flexible but encourages them to grow more so."

To find an example in my personal experience of this deadening oversupervision, I have to go back many years to the time when I was teaching in a dying military academy. In an abortive effort at economy, the commandant had been made superintendent. His fundamental education principle was goose-stepping and goose step we did. The day before I began my work he gave me a pile of papers containing instructions as to what I was to teach each day. Mine not to reason why! He was the boss. There was nothing for me to do but bear it, although if I remember correctly, I did little grinning in the process.

Those were the days when we taught definitely prescribed "classics" and there was no chance of sliding over what the boys looked upon as unseductive material. I had very definite orders as to the number of periods which should be devoted to each piece of literature. Since Burke's *Speech on Concilation* is not the easiest specimen of English prose, the Colonel thought we should give plenty of time to it. Therefore we wrestled with it for eight weeks. I hope that by connecting the material with American history and politics, I taught some of the class something. And now and then one of the eloquent Irishman's wonderful sentences struck fire. Then came Milton's "Minor Poems" — in that setting with that class an unmitigated failure. A painful aspect of memory of the situation is my firm belief that I could have taught those boys something that winter had I been what the old time theologians called "a free-will agent." Young as I was, I knew somewhat more about literature and the teaching of it than did the Colonel.

One of the most popular current topics for discussion is "Academic Freedom". The type of academic freedom which means freedom to teach means freedom to grow as well. The teacher who is deprived of flexibility in meeting classroom problems can neither teach nor grow. And there are cases of teachers being shut out from this freedom because they are asked to take on so many extraneous functions. A teacher already carrying a full academic burden is not in a position to assume new responsibilities resulting from educators deciding that putting this or that current fad into practice would be desirable.

In spite of crowded institutions, large classes and complicated machinery, education is an individual process. The teacher must have a chance to meet what is his most vital contribution. Whether or not he does this is frequently determined by the degree to which he possesses the Emersonian virtue of self-reliance. Fear of being oneself is vitiating to teaching procedure. The effective teacher does not try to be somebody else. He devotes his time, energy and ability to doing the piece of work for which he personally is best equipped.

REVIEW, VIRGINIA, DON'T SCOLD

EMMA MELLOU CAMPBELL

For fifteen years, it was my good fortune to have in my classes in high school student-teachers from the nearby School of Education. These young men and women can keep an experienced teacher out of the rut, bringing in new ideas on methods and psychology and fresh insights into the outside interest of high school boys and girls from whom they are separated by only three or four years.

The one thing these student-teachers cannot understand is that the well organized plans they have worked out in their methods classes will not always work in the high school classroom. They do not realize that boys and girls often make a disconcerting response to the best of lesson plans.

One recent Monday morning, Virginia sat down beside my desk for a conference with me, her critic teacher. I like Virginia. She is attractive, intelligent, versatile, enthusiastic and sympathetic. Virginia will make a good teacher. Like all teachers, she has her days of discouragement.

"But they hadn't looked at their lesson, most of them," she began.

"What day is this?"

"Monday"

"Did they have their lesson first period last Monday?"

"No, they didn't. Don't they ever study over the week-end?"

"Did *you* when you were in high school?"

"I tried to, but I had to go to the dentist or to the shoe store Saturday, and we always went to Grandmother's after church on Sundays. There wasn't much chance to study."

"How about Friday evenings?"

"Oh! I went to the movies then. That was the only night Mother would allow me to go out."

"And how about your first period class Monday?"

"Well, I tried to get up early Monday morning to study a little, but I remember now that the teacher always scolded. She took up most of the period."

"Did that do you any good?"

"Not a bit."

"That is just it, Virginia. I was pleased to see that although you couldn't get the response you had expected from the class, you didn't waste your time in scolding. You reviewed last week's work and made suggestions as to the procedure for this week's work. You made good use of the time."

"It always seemed to me that scolding was a waste of time and energy."

"Certainly it is, and worse than wasted."

"But we had the work all planned day by day. I don't see how we can afford to lose a day."

"We shan't lose it. You can work it in with to-morrow's lesson. Every day's lesson should be a part of that of the day that has gone and of the day that is to come. No time is lost in review and in explanation of how to proceed. The recitation of a well prepared lesson gives satisfaction to the teacher, but it isn't much use to the pupils, except that the telling what they know fixes the knowledge in their minds, and gives them a command of language. Today as you reviewed last week's work were there not many points that you thought they knew, but that they appeared to have forgotten?"

"I am beginning to think they never knew. One of my friends is doing practise teaching in the Latin class. She says the pupils don't know an adverb from an adjective, and they look at her as if they had never heard of the *perfect* and *pluperfect* tenses. They should have learned those things in grade school."

"Perhaps they should, but they didn't, or if they did, they have forgotten. Teach them what they don't know. Teach and review. Don't scold, and remember, Virginia, you are teaching boys and girls. No two are alike. Jack is not the same boy Monday that he was Friday. These children are your real text books, but don't think you will ever learn them through and through. Every child is a mystery story. That is what makes school teaching so fascinating."

"Jacob said something like that in his composition last week. He wrote that he had learned more from his teachers as men and women than as instructors from textbooks."

"There, you see—it's not what you know—although you must know. It's what you *are* that counts with the children. Teachers are no more alike than pupils are. We wrong ourselves when we try to standardize ourselves. We can't. Neither can they. Each must be himself. If at the close of a semester, the mind and heart of some girl in the class is a closed book to you, don't be discouaged. You and she may not be in tune. You may have unsealed the mind of some boy another cannot reach. That's enough for today, Virginia. You're going to love teaching."

PACIFIC ISLAND TEACHER

GLADYS ZABILKA

I had been teaching in consolidated schools in Iowa for ten years when the telegram from Washington came. It read: "Teaching position open to you on Island of Okinawa; wire within next 48 hours if you desire to accept." I did what any single healthy 31-year-old Iowa woman would do. Two hours and fifteen minutes later, I wired back "Happy to accept position."

Part of the two hours plus, I'm ashamed to confess, was spent in finding the exact location of Okinawa in an Atlas. I had a lot to learn during the four weeks before I sailed from San Francisco.

As the ship pulled out of the harbor, the band playing familiar songs put butterflies in my stomach. I was glad to be heading into an unknown experience, but the last glimpse of the Golden Gate affected me as it would any normal U. S. citizen.

We had a peaceful 12-day voyage. Before 48 hours had passed, I found myself playing in the ship's orchestra, serving as feature editor for the daily paper, and helping to organize bridge and canasta tournaments and afternoon music hours. It wasn't that I was so good at all this, but I knew that if I kept busy, I wouldn't have time to think of getting seasick. It worked!

We docked at our island at ten in the morning. The oriental environment impressed me for the first time as I watched the small natives carrying our luggage ashore on their backs. Our Superintendent of Schools met us with a rickety old bus. As we drove over the bumpy coral roads, most of us were so excited at seeing the native trudging along, some with heavy bundles on their heads, some pulling wagons, and some with babies tied to their backs, that we didn't even try to talk.

We got to the Guest House just in time for our noon lunch. Later we drove out to the school grounds where a shock was in store for us. Six weeks before our arrival, one of the most violent typhoons Okinawa had ever experienced had hit the campus and completely demolished the school. Twisted steel, boards, broken desks and rain-soaked textbooks were strewn over the countryside. It seemed humanly impossible that any kind of school program could be begun under these conditions.

In the very crowded quarters of a few quonsets, amidst the noise of hammers, bulldozers and buzz saws, while other buildings were going up, we began classes. Now our school consists of 13 quonsets, occupying the equivalent of two square blocks.

What is it really like, living on an island in the Pacific, 60 miles long and 3 to 10 miles wide? Each day brings so many new experiences that it is difficult to describe a typical one. Usually I get up at 6:45. My alarm rings at 6:30 but I give myself 15 minutes to make up my mind that lying in bed is a waste of time. After this I pop out of bed, get into my bathrobe and walk 1½ blocks to the latrine.

Ah, the latrine. Now this is an experience that is truly different. The huts we live in do not have a water system, so-o-o we have two latrines for some 250 women. The one I frequent has 14 lavoratories, 9 stools, 5 showers—all in one large building. As soon as I enter, I step up about 5 inches and walk on raised boards which cover the floor of the entire building. Each morning, the natives carry these boards outside and scrub the cement floor of the latrine before replacing them. With five showers going full blast and one or two drains, the water on the floors almost rises to the level of the boards and since it can't drain away fast enough, the boards are a practical necessity. (Some time during the first weeks I was there, a rat swam past me....)

After scrubbing myself, I either walk back and observe a typical beautiful sunrise or dash along in a soaking downpour and wonder how it can possibly be raining when the sky was cloudless 15 minutes ago.

I get to breakfast by 7:15. Each morning eggs with ham or bacon, fruit juice, toast, jelly and coffee are served in the mess hall. Fifteen Okinawa girls act as waitresses. They speak just enough English to understand the names of the various foods we order. Before I leave, my waitress fills a thermos with black coffee which tides me over until 3 P. M.

I leave for school with two other teachers at 7:45. We sign in at 8 and go to our respective rooms. The classroom routine proceeds as it does in the States. However, because of the changeability of the weather, I wear slacks about half the time so I can dash in and out of the various quonset huts for our music periods without getting too wet. We check out at 3:40 and by 4 I am home, showered, and making up my mind what to do during the two hours before dinner.

There are a few hardships here, but most of them have their humorous side. Transportation, for example, is difficult. When I want to go somewhere, I stand by the roadside, and use my thumb. The first means of conveyance (jeep, truck or car) usually takes me where I want to go.

We sleep under nets every night because of the mosquitoes. Sometimes they seem to open closed doors and fly in in herds, but the sight of us standing on chairs, swatting them or using "buzz bombs" on them might amuse you.

Although the typhoons are uncomfortable, most of the huts have been typhoonized now—(Heavy wire is passed over the roofs and sunk into cement blocks on each side of the quonsets.) Everyone has 24-48 hours notice before a typhoon and a shelter is open to those who want to use it. We have a rainfall of 80 inches a year, with perhaps two or three flash ten minute rains in one day. As a girl who had been here for two years put it once, "We had our dry season last Monday."

Of course it's wonderful to have maid service. Each of us has a personal maid who washes our clothes every day, makes beds, irons, polishes our shoes, straightens our dresser drawers, scrubs floors and keeps our rooms tidy. One day, after I had laid out my raincoat, considerably muddied, to be cleaned, I came home to find it hanging in my closet, washed and IRONED. Now it looks like new, although it doesn't quite shed water the way it used to. The maids are good little workers who will do almost anything for us. On the other hand, I have caught them looking through my personal papers, using my brush and comb, and still worse, my toothbrush.

Here on the island there are three hospitals, one leper asylum, and many grade schools. Ninety-nine percent of the children go to school. The three most important subjects are morals, Japanese language and arithmetic. Because of overcrowding, undernourishment, poor sanitation and disease bearing insects, the natives are not particularly healthy. Okinawa has a low standard of living. Houses are constructed of bamboo and straw and sewage is collected for fertilizer. Only one-fifth of one percent of the people profess Christianity, the remainder worshipping the moon, mountains, sea, trees and fire. However, the Okinawans are friendly. They love to receive and pay visits. No matter how poor the home, we always take off our shoes before entering and squat while the host or hostess serves us tea and fruit.

The island does truly live up to its name of the "Garden Spot of the Pacific." Its beauty, day or night, is breath-taking. The mountains, the thatched-roofed houses, the China Sea, the native children smiling and calling the American "Hello" to any white person combine to make up an atmosphere that has a dream-like quality.

TREATING OF THIS AND THAT

MARGERY W. STEER

TWO GRADUATIONS

A—— and Z—— are two high schools whose senior classes graduated last year with appropriate ceremonies. A—— is a large school in a well-known industrial city; Z—— is a rural township high school. The senior class of A—— numbered over two hundred; that of Z——, thirty.

To encourage these young people to think seriously of their life aims and values, baccalaureate services were held in each of these schools. A noted speaker and educator addresses the many students of A——. Excellent music was provided by the school music department. It was a very impressive occasion. But though the auditorium in which the service was held was scarcely large enough to accomodate the graduates and their immediate families, there was room and to spare for all who attended.

The service for the seniors of Z—— was in several respects quite different. The local minister who spoke lacked the force and polish of the celebrated Dr. X—— and the music wavered in spots, but there were as many out to honor the class of thirty students as were present at the corresponding event for the two hundred. In addition to the families of the graduates there were other citizens who could remember many of these young people as first graders and who had watched them through the intervening years as they performed in school programs, played on school teams, got in and out of trouble, developed from childhood to adulthood. School Z——'s commencement was not merely a personal or family affair; it was an event of general interest and importance.

The distance between these two schools is only ten miles, but in terms of school-community relationships they are worlds apart.

The community of Z——is by no

means ideal. Its citizens have assorted human frailties, as well as virtues, and these are reflected in their group life. The school's financial resources are meager and its program is consequently limited, yet it has one asset which the neighboring city of A—— lacks. There is the possibility of close identification of all the people with the school program and a resulting sense on the part of the boys and girls that the community has a warm personal interest in their welfare. There is also the opportunity to challenge the unfortunate social pattern which so generally segregates young people and adults into separate worlds of activity and interest. Drop into the school gym on a Saturday evening and you may find two hundred people square dancing, about a third of whom will be teen-agers, another third younger children, and the rest adults. Their ages will range from the pre-schoolers to the spry seventies, and they are all having a good time together!

Whether the large city school can have this same relationship to its community is debatable. If it cannot, perhaps the time has come to ask ourselves what it shall profit us to gain all the worlds of commerce and industry if in so doing we lose contact with our children. One educator —(Arthur E. Morgan—"The Community" — Personal Growth Leaflet, No. 80, National Education Association)— puts the whole matter in a nutshell when he observes that in the ideal society "Every boy and girl is the beloved son or daughter of the whole community". Unless we make it possible for youth and adults to share in the common enterprise of community living, it will be difficult to give young people any deep conviction of their community significance or any compelling sense of community responsibility.

ATHENS TO NEW YORK

Some such considerations as the foregoing may have been in the mind of Hyman Sorokoff when he asks, "Shall the metropolis, as socially and politically constituted, continue to be a place where the pall of anonymity, the shadow of insignificance and the lethargy of civic helplessness engulf the individual, or shall it offer .... an opportunity to be participating citizens in a natural community; a community whose scope and complexity they can grasp ....? *

"The problem", continues Mr. Sorokoff, "is not a new one; the Greek city state faced and met it. As Athens developed and grew, its citizens also lost touch with each other. The spirit of community interest which was the essence of this early democracy began to depart from daily life. Athenians, too, looked to the school to solve social problems and so the pedagogue undertook to lead the child about the city, to help him to grasp the meaning of Athens as an entity, so he might better view himself in relation to his community and his fellowmen."

New York City's effort to meet this problem is made through an agency known as the Division of Community Education which develops and conducts neighborhood programs of Adult Education, Recreation, and School-Community Relations. Its program is based on the conviction that "The school .... can become the focal point for child growth and for community development as well. New York's neighborhoods must be developed into socially conscious communities, populated by human beings alive to their opportunities and capable of shouldering their responsibilities."

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* *"The School and the Community" by Hyman Sorokoff in "The Standard" — January* 1948.

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BANISH BULLETIN BOARD BLUES

STUART ANDERSON
Stout Institute
Menonomie, Wisconsin

Are you discouraged because of the apparent lack of student interest shown toward classroom bulletin board displays which have taken hours of your time to prepare? Many teachers have busied themselves planning and working on a display, only to find that it remained practically unnoticed by a majority of the students. Discouraging as this problem may seem, there is a solution.

The bulletin board is a somewhat neglected classroom visual aid. In competition with the much publicized motion pictures, tape recorders, and slide films, this old standby has suffered not so much from a "bad press" as from the "silent treatment".

While adequate and usable bulletin board space was frequently lacking in the older buildings, newer structures are generally well equipped in this regard. Some of the new buildings not only include spacious cork boards, but also contain a narrow cork strip in the moulding above the blackboard which may be used to mount displays.

A bulletin board is useful for announcements, work plans, and displays of the creative efforts of pupils. The beginning of the school year is the most feasible time for introducing the idea of cooperation in the classroom. Everyone should assume some responsibility. Preparation of the bulletin board may be included on the list of pupil activities.

During the first week of the school year the bulletin board policy should be explained to each class. At this time it will be pointed out that the displays will be the responsibility of each class in the room. The time limit for each class can be determined by dividing the number of weeks in the semester or school year, by the number of classes. For example in a community which has a 40-week school year, and the teacher meets five different classes in a day, each class would be responsible for the room bulletin board displays for eight weeks.

After the time limits have been determined, a definite schedule of assignments for each class should be worked out and posted either on or near the bulletin board. This information will serve to remind students of their responsibility and will also identify those who have prepared the current display.

The division of labor within each class can be handled by committees, organized on a voluntary basis. Each student should serve on a committee. Pupils are informed that their work will be evaluated by both their classmates and their teacher.

Teachers who have tried this technique report that while the first attempts were sometimes rather crude, within a month the quality of the displays showed definite improvement.

Committee activities need to be well planned and understood to obtain best results and also to save time. On Friday afternoon the display for the next week should be mounted. Prior to this culminating activity, the committee will have met and planned the theme and medium to be used. Individual assignments are agreed upon at this meeting. Frequently one student will assume responsibility for the legend, signs or lettering. Others will agree to find illustrative materials, while the balance of the group will arrange and mount the final display.

The theme or subject of each display is frequently suggested by the unit of work being studied. For example, during a unit on transportation, a graphic story of the railroad, automobile, or airplane would be appropriate. Seasons of the year have inspired attractive displays such as the beauty of fall, the holiday seasons of winter, or the welcoming of the spring flowers and birds. Seasonal sports often interest boys and provide numerous interesting bulletin board topics. Pictures of football, basketball or track events are voluminous. Current events on the national, state, and local levels have challenged committees. During an

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IS THERE A TEACHER IN THE HOUSE?

"A prophet is not without honor save in his own country, and in his own house." Matthew xiii. 57.

A teacher who's a parent, too,
At home I've been according
My offspring my sincerest work —
And found it unrewarding.

How different when in school I teach
The joys of books and living!
How avid are *those* children for
The instruction I am giving!

Why cannot we who "teach the young twig . . ."
In New York, Capetown, Nome,
Achieve what we achieve with twigs
In school — with twigs at home?

A. S. Flaumenhaft

election year this theme is especially apropos.

A useful booklet for planning bulletin board displays entitled, "Special Days, Weeks, and Months in 1951" is being prepared by Thomas J. Davis of the United States Department of Commerce. This publication may be obtained in December for fifteen cents from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. Although it was "designed to assist businessmen in coordinating advertising and other promotional plans with such events," it suggests both events and sources of materials.

TAKE THE BOOKS TO THE CHILDREN

ROGER PENN CUFF
Central Michigan College
Mount Pleasant, Michigan

To anyone who attended, as I did, a rural elementary school where books were scarce, the story of the ever-spreading program whereby reading materials are carried to "all the children of all the people" is a thrilling one.

Since 1907 when the first horse-drawn book wagon was traveling from the Washington County Free Library in Hagerstown, Maryland, to country stations and homes, rural library service in America has been greatly expanded. The practice of maintaining book wagons spread to Kentucky, Illinois, Ohio, South Carolina, Vermont, and perhaps other states. In Michigan the first bookmobile was established in St. Clair County in 1936. Today Michigan has twenty county libraries that operate bookmobiles. And mobile equipment, such as passenger cars, delivery trucks, and station wagons, for distributing books from libraries to local reading centers is being increasingly used throughout the United States.

In 1948 each of twenty-five counties in Michigan had its own library. Of these twenty-five libraries, twenty operated bookmobiles.

The bookmobile makes magazines and books—the resources of the county library—available to rural children in even the remotest corner of the county. It increases the reading enjoyment and contributes to the vocational efficiency of its clientele, as well as aiding some already established non-county libraries.

In Michigan, the only library bookmobiles thus far founded are maintained by counties or cities. Regional libraries (those involving inter-county cooperation) have a legal right to exist and to maintain bookmobiles, though Michigan has not organized any libraries of this type. Experience seems to have shown the county to be the most economical unit through which to administer bookmobile service to rural areas.

The cost of founding and supporting county libraries and therefore bookmobiles is often furnished jointly by the county and the state. The state grants a county the sum of not exceeding fifteen thousand dollars to establish a library, provided certain requirements are met. These specifications concern the density of population (no fewer than five thousand persons must live within the area which has no library center and which the new organization proposes to serve), the preparation and experience of the librarian, and the provision of funds by the county or region toward establishing library service. To this date, the county libraries and bookmobiles in Michigan have been founded according to a plan by which the County Board of Supervisors appropriates the initial sum required before state aid will be given.

After the Board of Supervisors has made an establishment appropriation and the state has granted an establishment fund, the Supervisors need to prescribe an annual tax for maintenance. Under present law, the maximum amount that this Board can exact yearly specifically for library service is one-half mill on each dollar of assessed valuation. Other money can, however, sometimes be obtained from the state's general library fund. To become eligible for an establishment grant from the state, a county must levy a minimum tax of at least one-tenth mill the year on each dollar of assessed value of the area which the proposed library will serve.

Sometimes the available resources — library personnel, buildings, books, and funds—are merely coordinated effectively instead of incurring the heavier expense of erecting new buildings. Library service by the bookmobile method is not nearly so costly as providing schools or improving roads. The values of the bookmobile program—the supplementing of the work of the public schools and the bringing to rural residents of needed information concerning agricultural pursuits—more than justify the cost that been entailed under the Michigan plan.

VOICES IN THE OLD ROOM

LISBETH JENSEN
South High School
Minneapolis, Minnesota

It was the second Monday of the month — faculty meeting night. By ones, by twos, or in groups, the currents dispensers of sure-fire knowledge and schoolma'am wisdom filtered into the old study hall. Its musty, odorous atmosphere made of this gloomy old room a fit rendezvous for the ghosts of the innumerable meetings of the past.

On this winter afternoon, as I sat idly watching my co-workers assemble, my thoughts shifted from them to the many divergent personalities that had come and gone through these doors in the years since I had come upon the scene. There had been many sturdy oaks in the pedagogical woods in the old days — with only a scattering of scrub growth. Whatever winds might have blown, the oaks had stood sturdy, dependable, impervious to sudden squalls or even to cyclonic disturbances in the educational world.

I thought of old Will Marlow and his homespun philosophy which had impressed his associates as no course in modern psychology could; of Betty Light, the straight-thinking, fiercely loyal, self-styled battle-axe who could flay a student or a co-worker if she believed him wrong, but who could be just as fierce in her loyalty to the same person when there was need for it; of the courtly Bert Adamson, who had no need for teaching courtesy — he served as a living example of it. There was the quiet retiring Hannah Carter, who believed uncompromisingly in true scholarship and awakened in many the desire to achieve it; Henry Lehman, whose pride in a job well done and whose selfless devotion to the best interests of his shop and stage crew boys furnished them with a stimulating incentive to make the most of their lives. These were but a few of the people I again saw walking though these doors — real individualists from the past who had influenced the lives of others, not because of any mushroom courses they had taken, nor because of any current cure-all methods they had espoused, but because of what they themselves were and what they individually stood for.

A sudden silence — an absence of strident voices in the old room — brought me back to the impending meeting. As I glanced about I saw that the men, according to their custom, had again defensively segregated themselves in the back of the room. The women, more courageous, were scattered along the old study hall to the right with the greatest concentration in the back. A few brave souls dared risk front seats.

As the meeting began, I hoped that *this* one might be different. If only a worthwhile thought might be garnered from all the words that would be uttered in the long time that we must sit here. I wondered why faculty meetings were so futile. Was it possible that a group of supposedly educated people actually had nothing worthwhile to discuss with one another? Or was there no one who could break down the barrier that prevented real communication? Were there none from the outside — in any other business or profession — who might have ideas worth listening to? Perhaps the futility of faculty meetings was but another of the Unsolvables.

After the usual type of routine announcements, the Democratic Process of Teacher Participation began to function. This self-starting, purely automatic operation seems to work on the principle that it is infinitely better for a person to be heard than seen, and much better to be heard often than only on occasion. There is no actual production in this process, only a gaseous billow of words that has a toxic effect on the Non-participants, but to which the Participants have developed a strong immunity.

This horrendous process was now in motion. From the dark recesses of the back of the room came the urgent demand for a solution to the problem of saving our students from gory mutilation in this era of the aluminum milk cap. The milk cap is apparently an inhumane innovation of the particular dairy supplying half pint bottle of milk for consumption in school lunchrooms. Lurid reports of lacerated fingers made even the doughtiest blanch in horror. For a good half hour words flew feverishly on how to sever the cap from the bottle without severing the finger from the hand.

"An expert flip to the left will do it," said one.

"No, to the right," said another.

"Don't flip it at all; punch a hole in the cap with a pencil," sagely advised a third.

"Read the directions on the cap," suggested one horrible realist.

"Let's have the company put on a

demonstration in the auditorium," was the sober advice of another.

Eventually these Worthy and Perennial Participants in the Democratic Process wore themselves down to a silence lasting long enough for the problem to be shelved for future solution and for the Non-participants to recover slightly before the onslought of the next flood of bilge.

Hoping to find an activity an antidote to this version of Democracy in Action, the more daring of the Non-participants surreptitiously began checking papers and themes. These same people would have flayed any students in their classes who had used similar methods to secure relief from boredom — but I suppose human endurance has its limitations.

Suddenly from another Participant in this Practise of Self-Expression came the question of whether the long established re-instatement slip—issued to the student following an absence from school—should be relegated at the close of the day to the waste basket of the last-hour teacher or whether it should be carefully returned by the pupil to the home room adviser—there to be preserved forever among many other precious relics.

Here was a problem to challenge the oratory of any seasoned Participant. Words began to fly—first to the right of me, then to the left— short words, long ones; calm words, hot ones—all miraculously unleashed by a deceptively innocent looking little slip of paper. As Non-participants and Participants alike became engulfed in an overwhelming flood of loquacity, the minutes ticked on.

When one speaker carelessly paused for a split second, another skillfully edged in with the proposal that the much-maligned re-instatement slip be withdrawn from circulation among classroom teachers; classroom teachers could then trustingly assume that the bodily presence of the student pre-supposed his re-instatement; thus the precious slip could safely and permanently repose with the homeroom teacher. This idea, so revolutionary, unleashed a fresh spate of words.

Non-participants, by now anxiously thinking of shopping to be done and dinners to be prepared or dinner engagements to be kept, glanced helplessly at the clock and pleadingly at our principal. Restless stirrings and disgruntled mutterings elicited from him a call to order. At long last came the welcome words—further discussion was to be postponed and the meeting to be adjourned.

I hurried eagerly out of the building toward the welcome warmth of home. The two hours of the meeting I checked off as a total loss, but the prospect of more such meetings in the future was depressing. There was some slight comfort in the thought, however, that the next one was an entire month away; the one just over might soon be forgotten. I would also have to admit that our faculty meetings did serve one purpose—they unquestionably furnished an absolute and unconditional guarantee to the Perennial Participants that they would always have an audience upon which to practise their forensic maneuvers.

Advertising — But Bad

W. F. BOLEN

"I'd like to have Friday off to take my mother to the city. The rest of my family have to work."

"Let's have study periods this week. There's no need of taking up anything new before vacation."

"Do you mind if I go downtown this morning? I never have anything to do the third period."

"Will the faculty meeting be over by four? I'd like to get started on a trip if there's nothing important."

"I don't know why they have school this kind of weather. There's nothing much doing anyway."

Who said these things?

Let's face it. These are real quotes from unthinking teachers.

Much time, talent, and patience have gone into selling the importance of education and educators, but a few remarks like these can undo much good. If we in the profession tell others how little there is to do, then the best lay-out man in the business can not successfully advertise us as an essential, vital part of the community.

Perhaps it's carry-over from our own student days. Pupils have always talked a lot about getting out early; they scheme to avoid classes; they're eager for vacations — frequently because it is expected of them. It looks as if school is a boring sideline. As teachers, some of us unintentionally echo these same false sentiments until the critic is sure our job is soft and our vision faulty.

Have you heard of a lawyer admitting that his work is easy and his services dispensable? Do the doctors of the American Medical Association take time off from surgery to run errands? Is there any doubt whose time is valuable and why?

Most faculty members put in a full day's work without sparing the horses or the hours. The task is theirs to see through; they're "carrying the message to Garcia."

We can't let careless talk or actions sell our profession short. We have a full-time important job and we want proper recognition for it from ourselves and others.

LIBRARIANS ARE PEOPLE, TOO

EDITH GORMAN
Northwestern State College
Alva, Oklahoma

In 1949, John Dury, deputy-keeper of the king's medals and library, said of the librarian:

"His work is to be a factor and trader for helps to learning, and a treasurer to keep them, and a dispenser to apply them to use or see them well used or at least not abused."

Countless articles, purporting to be authoritative, have been written on the type of personality that a librarian should have. Not often, however, are these written by librarians. We're an inarticulate lot, when it comes to printed matter about ourselves. We make surveys about libraries, about circulation, but not about us. So, sooner or later, we read the outmoded sketch of the introvert, the shy bookish individual, or the scholar who could not teach. Why? Because, equally often, the library is referred to in such terms as "cloistered", "withdrawn", "sacred to learning."

Let us examine these terms. "Cloister" stresses the idea of seclusion from the world. "Withdrawn", literally, is a drawing away. A withdrawing room was a room for retiring from the society of others. "Sacred" is set apart dedicated, not to be profaned.

Why does this seclusion, this withdrawal, this sacredness, in the library ideal persist? Is it still valid? Or did John Dury, 1649, approach more nearly to the modern ideal?

Of all the terms considered above, only the last has some meaning. The library may be said to be sacred in the sense of dedicated; dedicated to learning and to growth in knowledge; dedicated to the improvement of a citizenry too often indifferent and unaware of its true possibilities.

We have witnessed many changes in libraries and personnel in recent years. Are we, as citizens, really conscious of these changes? The school library for instance, has evolved from a closed, closet-like affair, opened only when a school inspector arrived, to a vital and functioning part of the curriculum. It is a far cry, indeed, from the cloistered seclusion of the old time universities. You have but to look at the crowded junior high school library at rush hour; the earnest, steady stream of high school students with a "library assignment"; a class of college freshmen having their first introduction to the wealth of material in their reference collection; a public library with its horde of week-end borrowers. Are *these* libraries cloisters? Are these libraries withdrawn from the world?

The introvert ideal for a librarian should be ousted forever from the thinking of public and librarians. We must instead give a positive picture of ourselves. Perhaps the philosophy of quiet helpfulness, quiet efficiency, self-effacing presence has been carried too far The public has catalogued us as a group set apart; not educators, not teachers, not clerks, exactly, but set apart. A limited number have been accepted as scholars, although recognition has generally come in some field other than the library proper. There are few departments, as a matter of fact, in the library set-up in which scholarship is not needed. But *not* barren scholarship alone, not scholarship that draws away from the world. Every librarian who has contacts with the public (and which librarian does not?) must be a teacher, first, last and always. He must guide and direct his students or his public through their years in his institution.

The librarian of yesteryear who sat on a high chair and looked down her nose at a trembling patron no more exists than Margaret Mitchell's South. She has gone with the winds of progress. Modern buildings, no ivory towers, bring the library ever closer to the busy street and to the people. The modern librarian is in most cases approachable, eager to help, versed in her craft, "a dispenser to apply them to use or see them well used." She has to be.

It is encouraging to note and of tremendous importance to the profession, that librarians are adopting a more positive philosophy concerning themselves. They believe, more and more, that librarians *are* important to the scheme of learning; librarians are not a group apart, a peculiar people.

The library as an institution has contributed greatly to modern advancement, modern thinking and adjustment to a modern world. There is no better example than in this post-

war period when thousands of G. I.'s have been thrown back into a world they must learn anew. The library has had its place in easing that readjustments largely because it is no longer merely a haven for the erudite. It is a part, through the public library and the school of the daily life of thousands of ordinary folk to whom a book is an open season of escape from hum drum everyday existence. It is the responsibility of the librarian, then, to see that this need is filled; filled with books of lasting value, books with substance and to "see them well used." To condemn what is known as "leisure reading" to be disdainful of, to ridicule, the tastes of patrons, to be smug in our own prejudice is not the metier of the librarian. All readers are not scholars; all students are not Einsteins; all books which have popular appeal may not have lasting literary value. But no one individual knows what words may strike a spark in another's mind or heart. And no one has a right to dictate that choice of words.

Alexander Smith said that books are a finer world within a world. A library door is the opening into that brave new world for countless seeking minds; the librarian is the keeper who unlocks the door. Is it so difficult then to revise our opinion of the librarian we've taken so for granted? Would it not be wise to reconsider our library thinking? With these musings in mind, may we think of librarians, not alone as keepers of books, but as dispensers of knowledge, dispensers of truth.

Miss Gorman writes: "Articles by librarians are too few. . . But we're here; like Shylock we bleed, and are human, and this article is my attempt to correct an impression which seems to be prevalent."

It All Depends On *View*

When we were students, we were sure
That teachers take the prize
For being often most unfair
And oftener most unwise.
Now that we're teachers, we can say
It's not that way!

Now that we're teachers, we can vouch
(If we're bold enough to dare!)
That principals are oft unwise
And oftener unfair.
The principals, however, know
It isn't so!

Should we by dint of what it takes
Attain a higher post,
We'll find that those still higher are
Less fair and wise than most.
Benignly will these *supers* give
This charge deserved negative!

The superintendent, so they say,
At times may find the Board
Pig-headed, doltish, quite unfair,
A group to be ignored.
But Boards of Education know,
It isn't so.

With this summation, my tale ends:
It all depends, it all depends . . .

A. S. Flaumenhaft

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MOVIES AND MENTAL HEALTH

GEORGE K. MORLAN

Growing old gracefully has always been an art. As medical science advances, the problems of old age are becoming more pressing. One of the recurring difficulties of growing old is that of letting go without giving up what one can still do in the present. When our achievements decline, there is a danger of regressing into the past by our dwelling too much on what has gone on before.

SUNSET BOULEVARD is a believable story of a heel whom you don't despise but sympathize with. But most of all, it is a story of growing older.

No "has been" is pathetic who lives a useful, if inconspicuous life in the present, and the psychological tragedy of the one-time movie star in SUNSET BOULEVARD is that she continued to live on her past but lost glory instead of accepting the reality of her new status and adjusting healthfully to it. Indeed, her attempts to hold on to her youth by sexual attachments to those much younger arouses in us a sense of revulsion.

The story is not a pleasant one, and you leave the theater with mixed feelings of satisfaction for the artistry of the production and aversion for the portrayal of a life consumed with self-adulation. The picture does not answer the problem of growing old gracefully (and it never pretended to), but it should help to remind us of the emptiness of selfish decadence, and in that way, help us to avoid one of the pitfalls of old age.

ANNIE GET YOUR GUN isn't likely to have an especially salutary effect on anyone; nor is it likely to be very harmful. To me, the film was dull. I didn't enjoy it, but since I seem to be in a minority, it may be relaxing, and therefore, mildly healthful entertainment for many people.

WAGONMASTER, I thought, would be just another shootin' horse opera, but it was much more than that. It had shooting, singing, and horses, but it also portrayed with sincerity the courage and pious devotion of a group of Mormons who were attacked for immorality and were driven from the community where they were staying.

We are now beginning to realize that the wild sexual orgies attributed to Mormons revealed more of the sordid minds of those attacking the religious cult than it did of the behavior of the Mormons. Virulent criticism is often an unconscious confession of wishful thinking or the desire to do the same thing, and the persecution of the Mormons is one of the sorry episodes in our history.

WAGONWHEELS doesn't bring out all this clearly, but it potrays more accurately the character of the Mormons than some history books have done. A far superior western that should promote better understanding for another minority in our country.

The new TREASURE ISLAND is a wonderfully satisfying film. Long John Silver is a grand relief from the brittle stereotypes of gangsters. This superb story has been beautifully translated to the screen for everyone's entertainment and enjoyment. Escape entertainment at its best.

INTERPRETATION

William E. Gillis

Through the kindness of Bill Tuach, we have a copy of The Bulletin with "News and Views of the Saugatuck School." Parke Cummings, a writer and one of the parents, prepares the parents for translating the new type report cards into language which they will understand. Here is his explanation.

"Tends toward difficulty in motor control and muscular coordination."

(On the clumsy side)

"Accomplishes tasks when the goal takes shape of a material reward."

(Does O. K. if bribed)

"Cafeteria habits lacking in social responsiveness."

(Lousy table manners)

"Has difficulty in mastering self-control during periods allotted for executing assignments."

(Raises hell in study hours)

"Inclined to settle complex sociological problems by display of muscular aptitudes."

(Too free with his fists)

"Hygiene habits need guidance."

(Could stand more baths)

"Shows difficulty in distinguishing between the imaginary and the factual."

(He sure can tell some whoppers)

"Somewhat sardonic attitude toward those in authority."

(Sasses the teacher something terrible)

"In median level despite deficiencies itemized"

(Don't worry; he's no worse than the rest of them.)

Reprinted from *The Connecticut School Administrator.*

THE NEWS DIGEST

Teachers to Study "Open-Mindedness"

PHILADELPHIA PA. — A Group Dynamics Center, designed to carry on and broaden the "open-mindedness study" initiated by local public schools several years ago, has been established at Temple University.

Founded on the assumption that the central problem of teaching "open-mindedness" is teaching people to make decisions based upon data and that such decisions necessarily involve relations with other people, the program of the center includes both the intellectual and interpersonal aspects of problem-solving. Four services are being offered: (1) instructional for teachers or guidance personnel at all levels, (2) field services, (3) diagnostic and remedial services and (4) research.

Ford Fund to Back Conduct Research Study

DETROIT — The Ford Foundation made public recently the names of universities that are to share in a $3,000,000 grant for the establishment of basic research programs in human conduct. Columbia, Harvard, Yale, Michigan, California, Chicago and Cornell will receive $300,000 each. Grants of $100,000 each will go to Illinois, Minnesota, North Carolina, Pennsylvania, Princeton and Stanford. The foundation also added a five-year grant of $60,000 annually to the Social Science Research Council of New York for similar purposes and a $500,000 grant to the Public Administration Clearing House of Chicago to expand its activities in the fields of national and international administration.

Kansas Training New Elementary Teachers

LAWRENCE, KANS. — A combined program of elementary teacher education and home economics is in progress at Kansas University, helping to meet the need for well qualified teachers of young children. Actual experience with nursery school youngsters will be given. Graduates will fill positions as elementary teachers, homemaking teachers in the elementary schools and nursery school teachers.

Public Schools Urged to Stress Citizenship and United Nations

What should be the role of the public schools during the present period of unrest? This question is uppermost in the minds of educators everywhere and many diverse answers are being made.

In a recent message to superintendents of schools, Dr. Lewis A. Wilson, New York State Acting Commissioner of Education, declared that the schools' greatest contribution could be made in building citizenship. He outlined a four-point program for schools of the state: (1) additional attention to American history teaching with emphasis on the present world situation, (2) more emphasis on mathematics and sciences, especially for high school boys and pre-induction courses for those who may enter the service, (3) improved health examinations, corrective work in psysical education and physical fitness programs, (4) first-aid courses for teachers and pupils.

Teach the position of the United Nations in the Korean conflict, is the advice of Dr. Edgar Fuller, executive secretary of the National Council of Chief State School Officers. Every teacher, he holds, can make it clear that the Korean action is the decision of the Security Council to preserve peace.

Responsible educators everywhere are reminding teachers that cultural subjects should not be neglected during a period when technical education is necessarily accented. Dr. Charles Phillips, president of Bates College, recently pointed to the importance of the liberal arts in developing both the freedom and the responsibility of the individual.

More Adult Education Seen Ohio Need

COLUMBUS, OHIO — Although more than 37,000 persons were enrolled last year in member institutions of the Ohio College Association, adult educational opportunities in the state are still "woefully inadequate." This is the conclusion of a graduate research study conducted at Ohio State University. The report says that educational opportunities are needed for students who fail to complete college degree requirements and for those persons who could profit from post-high school education of shorter duration than the usual four-year baccalaureate program.

What They Want

CAMDEN, N. J. — What today's teenager wants from the schools was highlighted recently at a meeting of the Camden County Committee of Civic, Educational and Welfare leaders. Betty Boeger, one of five high school seniors to address the group, saw today's needs this way:

"We want understanding from our parents, our schools and our communities . . . We want to lead our own lives, but we also want to take part in family discussions . . . We want from our schools instruction in home economics and budget problems, vocational guidance and a chance to tour the industries of the community and see what various businesses are really like.

"Most of us in a few years will be assuming the responsibilities of parenthood. We want some healthy helpful guidance from our schools on the subject. Too often our parents shun the subject."

Chandler Heads N. H. University

DURHAM, N. H. — Dr. Robert F. Chandler, Jr., former Dean of the University of New Hampshire's College of Agriculture, will take office this month as the University's 12th president. He succeeds Dr. Arthur S. Adams, who resigned this spring to accept the presidency of the American Council on Education.

Dr. Chandler has also served as Director of the University's Agricultural Experiment Station and has directed many research projects carried on for the benefit of New Hampshire farmers and industrialists.

Connecticut Citizens Set Up Education Goals

HARTFORD, CONN. — Schoolmen and lay citizens from all over the state recently gathered here in a sort of town meeting, to take account of public education. The assembly was sponsored by the Governor's Fact-Finding Commission on Education. Studies made by local groups in 85 towns had been combined into a preliminary report which furnished material for discussion. Chairman Norman Cousins of the commission hailed as an important discovery the fact than educators and other people could understand one another and work together.

The tangible result of the conference was a definite set of objectives or next step for Connecticut schools. These are:

1. Additional emphasis on the three R's presented so as to accent their usefulness in life.
2. More stress on citizenship training, human and inter-group relationships.
3. More direct vocational as well as general education.
4. Better guidance programs, including psychiatric services where needed.
5. Increased health services and programs, with enlarged youth recreation programs.
6. Citizen participation in school planning.
7. Establishment of public kindergartens and state certification of all private nurseries.

U. of California Cuts 45 Studies

BERKELEY, CALIF. — Forty-five courses have been dropped from the University of California academic curriculum as a result of the loyalty oath fight, according to university officials. Most of the courses would have been taught by the 21 professors who refused to sign the oath. Several department chiefs said that they were unable to find qualified replacements. Dr. Clarence V. Brown, head of the psychology department, said positions in his department remained open because the American Psychological Association has condemned the regents action and would say that there "were no replacements available."

Eighteen of the non-signers have a case pending before the state district court of appeal in Sacramento, challenging the legality of the regents' action in refusing to allow them to teach.

School Lunches Get Full Support

WASHINGTON, D. C. — President Truman will allow the Agriculture Department to spend the full amount of an $83,500,000 appropriation for the national school lunch program this school year. This was disclosed by a department announcement of the immediate appointment of $64,265,000 among the various states, the District of Columbia, Hawaii, Puerto Rico, Alaska and the Virgin Islands to help support the program.

"Pay-as-You-Go" Western Reserve Plan

CLEVELAND, OHIO — Western Reserve University initiated this fall a new "pay-as-you-go" tuition policy. The plan requires a minimum deposit of 25% of tuition at registration time. The rest may be divided into one, two or three installments, due in 30, 60, or 90 days respectively.

According to Dr. John Millis, president of the college, the plan was instituted after administrative officials had investigated means of making college education available to additional numbers of students despite increased living costs.

"American Values" New Cornell Field

ITHACA, NEW YORK, — Plans for what is believed to be the first professorship in American Values in a college in this country is underway at Cornell University. The chair, supported by a $300,000 memorial grant, is described as a pioneering effort in research, teaching and writing to lead to a greater understanding of the heritages, traditions and freedoms of American society. Cornell already has a program to redefine the basic elements of the American tradition.

Where They Are

Dr. Alden H. Blankenship, former Springfield, Mass., superintendent, is now heading the Tacoma, Washington, schools.

H. T. James, former Whitewater, Wisc., superintendent, is now supervisor of State School Aids.

Superintendent Albert Deakin of Eastport, Maine, is serving in the East Corinth, Maine, schools.

M. P. Mobley, state director of vocational education at Atlanta, Ga., will take office as executive secretary of the American Vocational Association, January 1.

Albert Schuster, supervising principal of Buchanan, Va., High School, is in charge of Lynchburg College's teacher training program this year, as assistant professor of education and psychology.

T. LeLong Scott comes from Fairbanks, Alaska, to become superintendent at Cle Elum, Washington.

Stanley Wynstra, formerly with the Bremerton, Washington, schools, is superintendent a Yonkers, New York.

Lists Israel's School Problems

WASHINGTON, D. C. — In the educational field, the young nation of Israel is facing many of the problems other countries are facing but to a more acute degree. Teacher shortages, lack of school buildings and teacher housing, and providing adequate teacher training are among the more serious difficulties. These facts were brought out by Dr. Earl J. McGrath, U. S. Commissioner of Education, who recently completed a preliminary survey in Israel.

This spring, Israel's request for a full educational mission will be met, and particular emphasis will then be placed on vocational training. The new nation must make enormous progress in this field if it is to cope with required production, Dr. McGrath said.

District School Heads To Be Examined

LAKE PLACID, NEW YORK — District school superintendents throughout the state will be the subject of a survey this month. A. W. Schmidt, Assistant State Education Commissioner, said the study would be aimed at discovering what was needed to make the office of district superintendent more effective.

Statement of ownership, management, circulation, etc., required by the Acts of Congress of August 24, 1912, March 3, 1933, and July 2, 1946, of The Journal of Education, published monthly, September to May, at Boston, Massachusetts, for October 1, 1949.

State of Massachusetts, County of Suffolk, Before me, a Notary Public, in and for the state and county aforesaid personally appeared Anson W. Belding, who having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the foresaid publication for the date shown in the above caption, required by the Act of August 24,1912, embodied in Section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher — New England Publishing Company, 8 Beacon Street, Boston, Mass.

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ANSON W. BELDING, Editor.

Sworn to and subscribed before me this 4th day of October, 1950.

KATHERYN R. KEHOE.
Notary Public.

My commission expires July 1, 1954.

High Schoolers Go to College

GREENCASTLE, IND. — One hundred Indian high school students attended a College Conference at DePauw University here recently. The meeting, according to university officials, was held to familiarize students with procedures for choosing a college, to point out the need for selecting the college early and to show them how to make vocational plans. Panel discussions on types of curricula, extracurricular plans and occupational planning were featured.

Rising Costs, Building Needs Still Major School Headache

Increased costs of education and the need for new school plants to meet mounting enrollments remain educators main worries. According to U. S. Chamber of Commerce figures, the average cost of sending a pupil to public school increased from $88 in 1940 to $206 in 1949, or 134%. However, adjusting the 1940 expense to the 1949 cost of living disclosed a "real increase in investment per pupil of approximately 37%", the Chamber reported. During the same period the percentage of total national income spent on education dropped from 2.55% to 2.27%.

Prof. Francis Cornell, University of Illinois school finance expert, feels that state funds rather than federal or local sources must provide the income to cover the strained school budgets. These funds, he says, must come from non-property taxes, income, inheritance, sales, special license, severance, and business. "Equitable fiscal partnership" between the state and the individual school system, he notes, represents the greatest progress in the general pattern involving educational money.

Meanwhile, educators throughout the country are troubled by the fact that the 20,000 public educational buildings built during the past 5 years are replacing obsolete school plants, but barely touch the problem provided by the rising school population. In some communities children are now going to school in garages, church basements, attics, and even in one case, a funeral home. To avoid deterioration of the school system on the scale that occurred during World War II experts have urged that priorities be set up for allotting building materials and that schools and hospitals be ranked in second place with only military needs coming first.

Here and There

Last year Ernest Abele was janitor at Indiana's Manchester College. This year he is an instructor in physics. It was just a matter of brushing up his English. He held a master's degree from the University of Latvia and had taught 20 years before he came to this country from a displaced persons' camp.

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A. J. Rowan, head of the education department at San Quentin prison, reports that courses in the Russian language have become popular. More than 2,000 convicts are enrolled as students. Mr. Rowan did not disclose where San Quentin's linquists hoped to use the newly acquired tongue.

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College courses allowing atomic "tinkering" as a necessary preparation for citizenship in today's world were recommended by Dr. Charles Brown of Harvard at the American Chemical Society's Chicago meeting. Laboratory work with radioactive materials would, the Dr. thought, dispel "fears and misconceptions" for thousands of students.

Dearth of Engineers Again Predicted

EVANSTON, ILL. — The U. S. faces a potential shortage of engineering graduates, according to Dr. William Knopf, Jr., of Northwestern University Technological Institute. Dr. Knopf pointed out that despite predictions to the contrary last spring, the large supply of engineers entering the job market this summer has all been absorbed. The increased need for engineers caused by the war may create a critical lack, he warned. He urged that high school principals and counselors be alerted to the necessity for channeling more graduates toward training for the engineering fields.

Tenn. Graduate Schools Admit Negroes

NASHVILLE, TENN. — The South's first voluntary compliance with the Federal Supreme Court's rulings in the Missouri, Texas and Oklahoma University cases came when this state ruled that Negroes could take professional courses at the state university.

Roy H. Beeler, state Attorney General approved the admission of 3 Negroes, who, he agreed, could not get the kind of advanced training they wanted at state-supported Negro schools. Beeler termed the move "bowing to the inevitable."